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ABSTRACT

"Because of the growing concern for the educational disadvantages suffered by students coming from culturally disadvantaged backgrounds, and because of the substantial numbers of Indian and migrant students educated in the State of Washington, the 1969-71 Joint Committee on Education created a special subcommittee to give specific attention to Indian and migrant education problems." This document, the first report to the Washington State Legislature compiled by the subcommittee, contains 11 categories of investigation with 16 recommendations. Categories are Urban, Racial, and Disadvantaged (URD) programs for migrants and American Indians; urban Indian and migrant programs; bicultural education; community involvement; community schools; family education; mobile educational services; bilingual education; interdistrict cooperation; nutrition; and school lunch program discrimination. Among the recommendations, it is suggested that the superintendent of public instruction office be directed by statute to exercise the initiative in development of URD programs in school districts serving urban, minority, and disadvantaged students and where there is a lack of sufficient expertise for the development of acceptable program proposals; that local school officials and the superintendent of public instruction make a special effort to identify all Indian and migrant families and to provide programs to see that the special needs of such students are met; and that all school districts serving migrant and Indian people begin developing bicultural education programs in cooperation with citizens from their communities. (JB)

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JOINT COMMITTEE ON EDUCATION

WASHINGTON STATE LEGISLATURE

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December 23, 1970

INDIAN AND MIGRANT EDUCATION PROGRAMS: A REPORT TO THE WASHINGTON STATE LEGISLATURE BY THE SUBCOMMITTEE ON INDIAN AND MIGRANT EDUCATION OF THE JOINT COMMITTEE ON EDUCATION

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December 23, 1970

GOVERNOR DANIEL J. EVANS

MEMBERS OF THE WASHINGTON STATE LEGISLATURE

AND CITIZENS OF THE STATE OF WASHINGTON:

For nearly four years the Joint Committee on Education has been concerned that the students in the State coming from Indian and migrant families are not receiving an appropriate educational opportunity. Since most of these students are educated in Washington public schools, the burden of providing appropriate educational programs falls primarily on the shoulders of the State. During the present interim, the Indian and Migrant Education Subcommittee has investigated the plight of these students. It is our recommendation that the State expand considerably its efforts to involve these communities in the processes of educational decision-making and provide compensatory programs for the betterment of their educational opportunity.

This report, containing our recommendations, is hereby transmitted.

Respectfully,

Dale E. Hoggins, Chairman
SUBCOMMITTEE ON INDIAN AND
MIGRANT EDUCATION

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INDIAN AND MIGRANT EDUCATION PROGRAMS: A REPORT TO THE WASHINGTON STATE LEGISLATURE BY THE SUBCOMMITTEE ON INDIAN AND MIGRANT EDUCATION OF THE JOINT COMMITTEE ON EDUCATION

Rep. Dale E. Hoggins
Chairman

Dr. Howard M. Coble
Consultant

INTRODUCTION

Because of the growing concern for the educational disadvantages suffered by students coming from culturally disadvantaged backgrounds, and because of the substantial numbers of Indian and migrant students educated in the State of Washington, the 1969-71 Joint Committee on Education created a special subcommittee to give specific attention to Indian and migrant education problems. The following report is the first report to the Washington State Legislature compiled by that subcommittee.

PRIOR COMMITTEE INVOLVEMENT

During the 1967-69 interim, the Joint Committee on Education, under the auspices of its Rural Education Subcommittee, began an investigation of the educational problems encountered by Indian and migrant students. The Subcommittee's efforts, embodied in the Joint Committee's Fifth Biennial Report, exhibit a realization of the shocking educational disadvantages suffered by these students. (See Appendix A for a summary of these 1969 recommendations.) As outlined by the Subcommittee at that time, such an effort must be aimed primarily at the deeper involvement of Indian and migrant communities in the development of education programs for their students and at the production of greater sensitivity on the part of educational institutions to the needs of the culturally different.

These proposals resulted in significant substantive and funding legislation by the 1969 and 1970 legislatures. The financial and substantive bases for the implementation of much of this proposed program were provided in House Bill No. 153 (Chapter 71, Laws of 1969), which allowed for learning in languages other than English; Senate Bill No. 308, which permitted the development of specialized programs to be carried out on an interdistrict basis; and the 1969 and 1970 Urban, Racial, and Disadvantaged (URD) appropriations. The letter of intent written by the Free Conference Committee on Appropriations provided as follows:

> The Free Conference Committee on Appropriations wishes to apprise you of legislative intent concerning a number of items in the appropriations to the Superintendent of Public Instruction. The Committee wishes you to give consideration to the use of a portion of the $4,054,000 appropriation for Urban, Racial and Disadvantaged Educational Programs specifically for approved pilot pre-school and summer school programs for Indian children and also that a portion be employed for approved pre-school and summer school training programs for migrant children on a programmed basis. It

is further the intent of the Committee that funds from this appropriation be available for approved experimental programs designed to implement Chapter 71, Laws of 1969, and a portion be devoted for approved tuition-free summer school programs for the education of culturally disadvantaged urban children, and that a further portion be allocated for reimbursement to school districts for transportation costs, including local expenses, for voluntary tuition-free inter and intra-district programs designed to alleviate racial imbalance. In line with this expressed intent, written quarterly reports describing programs, expenditures to date, and proposed projects which have been submitted for approval and funding should be transmitted to the Legislative Budget Committee and the Joint Committee on Education.

Even though these measures provided the means needed to begin attacking the educational disadvantages of migrant and Indian students, much of their intent has not been fulfilled nor have many of the 1969 recommendations been implemented.

URD PROGRAMS FOR MIGRANTS AND INDIANS

One of the major efforts made by the State, in an attempt to enhance the educational opportunities available to the disadvantaged, is the development of the Urban, Racial, and Disadvantaged appropriations by the 1969 and 1970 sessions of the Washington Legislature. Some projects were developed for the assistance of disadvantaged migrant and Indian students and they and their evaluations are attached to the report as Appendix B. Even though perusals of these reports make it clear that some progress has been made for the students in these programs, significant numbers of Indian and migrant students in the State of Washington have not been effected by the URD program. Testimony before the Subcommittee indicates dissatisfaction among representatives of Indian and migrant groups over the necessity to compete strenuously for available funds. Frequently, the school districts in which these students are residents do not have the expertise necessary to develop sophisticated programs that appeal to those who make decisions about funding URD projects. Their complaint is that disproportionate appropriations go to other types of projects or to other minority groups. The Subcommittee believes that the educational advantages suffered by these students are significant enough to require a major state effort in the attempts at their alleviation. Consequently, the Subcommittee recommends:

RECOMMENDATION NO. 1

That the Superintendent of Public Instruction office be directed by statute to exercise the initiative in the development of URD programs in school districts serving urban, racial, and disadvantaged students and where there is a lack of sufficient expertise for the development of acceptable program proposals.

Such a program would guarantee that a certain effort is being made by the State on the solution of the problems discussed in this and other reports on Indian and migrant education. However, in addition, the Subcommittee believes that it is necessary to give the Urban, Racial, and Disadvantaged program a statutory base. Currently, the program is based only on authorizations that exist in the budget bill. The Subcommittee believes that the program should be made a permanent part of the overall education effort of the State of Washington. Proposed legislation to accomplish this and the previous recommendation are attached as Appendix C. The Subcommittee recommends:

RECOMMENDATION NO. 2

That the Urban, Racial, and Disadvantaged program be given a statutory base.

URBAN INDIAN AND MIGRANT PROGRAMS

Testimony before the Subcommittee indicates that a considerable educational problem exists in urban areas serving Indian and migrant populations. The problems inherent in educating such students are exacerbated by the fact that it is difficult to identify them in the urban setting. In addition, they seldom are found in concentrations significant enough to allow for the economical development of programs to aid them in overcoming their education problems. This is particularly true in the City of Seattle where a large urban Indian population is scattered throughout the city and students attend a variety of schools, with large concentrations of Indians in none. Consequently, the development of programs for these students is difficult. Nevertheless, the educational needs of these students must be met. This will require a special effort on the part of urban school administrations, but it must be made. The Subcommittee recommends:

RECOMMENDATION NO. 3

That local school officials and the Superintendent of Public Instruction make a special effort to identify all Indian and migrant families and to provide programs to see that the special needs of such students are met.

Furthermore, testimony suggests that one of the primary problems of Indian and migrant students living in urban areas is financial. That is, such students are frequently forced to drop out of school in order to help support themselves or their families. Even though a strong desire for educational achievement exists among these students, their ability to take advantage of educational opportunities is often ruined because their personal finances do not allow them to do so and cause them to drop out of school.

The Private School Education Subcommittee of the Joint Committee on Education is considering a bill to provide scholarships to needy and culturally deprived elementary and secondary education students. If the Private School Education Subcommittee gives favorable consideration to this proposal, this program would be used by both private and public school students and could be of assistance to those Indian and migrant students who are suffering financial difficulties. However, this is primarily a matter for consideration by that Subcommittee and we take no stand on it at this time. The Subcommittee recommends:

RECOMMENDATION NO. 4

That local school districts take advantage of URD funding to provide work-study programs for ethnically or economically disadvantaged students when they require such assistance in order to prevent them from dropping out of school because of personal financial difficulties.

BI-CULTURAL EDUCATION

One of the major reasons why migrant and Indian students have difficulty in school relates to the fact that their cultural heritage often is contradicted rather than supported in the educational institutions. This situation has frequently made learning difficult and has often alienated students from learning processes completely.

With this problem in mind, the Subcommittee toured a number of schools in the Yakima Valley and discovered a vast difference in the programs offered to Indian and migrant students. An outstanding example of sensitivity to the problems of these students exists in the Wapato School District. Unfortunately, many other schools in the area exhibited no noticeable concern. Bi-cultural programs require, primarily, a sensitivity to minority problems, and can be developed at relatively little expense. Good will and empathy are needed, not legislation. The Subcommittee recommends:

RECOMMENDATION NO. 5

That all school districts serving migrant and Indian people begin developing bi-cultural education programs in cooperation with citizens from their communities.

COMMUNITY INVOLVEMENT

To be successful, disadvantaged programs must stimulate and receive the full support of their target communities. One of the significant problems faced by Indian and migrant students is the overall lack of involvement of their people in the general affairs of their communities, including the schools they must attend. Their histories of exclusion, discrimination, and widespread poverty have resulted in a gap between the public institutions and the Indian and migrant communities. This gap must be closed in all segments of social activity before these people can gain the equality which is their heritage within the American system. One of the prime efforts in this movement should be made by the schools. Advisory groups must be initiated for participation in the formulation of community schools' programs, curricula, and facilities. Numerous efforts to involve target communities have been instituted in the State, specifically by the URD advisory committee and Johnson-O'Malley parent committees, but they appear primarily on paper and significant and meaningful involvement does not take place in many communities. The Subcommittee recommends:

RECOMMENDATION NO. 6

That in developing programs for Indians and migrants the Superintendent of Public Instruction require the meaningful involvement of migrant and Indian communities in program development and implementation.

COMMUNITY SCHOOLS

Community schools are being developed throughout the nation, primarily in urban areas, in an attempt to bring all people into closer association with school programs. Some schools have instituted community programs that have successfully deepened the involvement of citizens in the affairs of the schools and have enhanced support for educational activities. These community school programs involve an increased utilization of school facilities and programs that interest and include adult populations in the activities of the educational institutions. Such programs help provide needed services to portions of the populations not now served by educational institutions and can help foster a deeper sense of identity with the schools. As such, they could be of particular use to Indian and migrant communities. The Subcommittee recommends:

RECOMMENDATION NO. 7

That pilot programs in community schools be developed in Indian and migrant areas under the auspices of the Urban, Racial, and Disadvantaged program and that a report on the success of these programs be prepared for consideration prior to the 1973 Legislature.

FAMILY EDUCATION

Based on testimony received by the Subcommittee, the central focus of migrant and Indian education programs should be family education. In assessing and meeting the needs of these students, recognition must be given to the educational needs of the pre-school child, the child in the regular school program, and the specific educational needs of the young adults and the parents. Consequently, the Subcommittee believes that a significant portion of the effort involved in the development of community schools should be aimed at the inclusion of families as a total unit in the educational process.

The family education portion of the community schools program should be conducted primarily in the evenings. Schools should remain open and programs be provided to meet the needs of all members of the family. In implementing and developing such programs, staffs should be drawn from all areas of the community, and efforts should be made to use minority people whenever possible to serve as para-professionals. In their turn, the professional staffs should provide the families with instruction in such areas as health, nutrition, and money management. Extensive use should be made of volunteer services from the community to assist in the operation of evening programs. Local churches, businessmen, senior citizens, and local citizens from all walks of life could be recruited for active participation in the family evening programs. Therefore, the Subcommittee recommends:

RECOMMENDATION NO. 8

That a primary emphasis of all programs aimed at the assistance of migrant and Indian students center on the inclusion of the entire family unit in the educational process, and that the pilot programs in community schools developed for use by migrants and Indians have family education as a primary objective.

MOBILE EDUCATIONAL SERVICES FOR INDIAN AND MIGRANT STUDENTS

One of the difficulties that schools have encountered when attempting to provide educational programs for Indian and migrant students involves the distance between the school and the families. This distance is not only cultural, in some instances, it is geographical. In such circumstances it would be appropriate for the school district to bring education to the people rather than to require that the people come to the educational institution.

One such method would be to develop mobile family education units to service Indians and migrants. With proper planning such units could serve areas where there are concentrations of such people who have dropped out of the school and community streams or who are living in ghetto conditions. Inability to communicate, poverty, and fear of embarrassment resulting from these factors, as well as ignorance of nearby school facilities, often prove to be insuperable obstacles to such people. This is especially true with respect to the migrant's or ex-migrant's ability to cope with the socio-economic culture in which he plans to make his home. One of the desirable results of such a project would be that the isolated families would develop confidence in the educational services offered, e.g., English, homemaking, and family counseling. It is also hoped that they would gain confidence from the mobile unit's personnel and could then begin to avail themselves of stationary educational facilities in their area. The mobile unit could be designed to specialize in day and evening services not carried on through other programs. Provisions could be made for displays of community services, resources, and job opportunities. Another purpose could be to develop relevant reading and other materials for the educational and cultural enrichment of migrant and Indian populations. Staffing such mobile units would be a critical factor. Each unit team should include at least one bilingual person or support staff from the ethnic group being served. (27-foot mobile homes have been used for similar purposes in other states.) The Subcommittee recommends:

RECOMMENDATION NO. 9

That the Superintendent of Public Instruction, through the URD program, develop pilot programs in the use of mobile home education units and report the success of use of such units prior to the 1973 Legislature.

BILINGUAL EDUCATION

Language deficiencies among Indian and migrant students constitute serious obstacles to their successful education. This factor was dealt with in earlier reports on migrant and Indian education. Testimony heard last biennium indicated that the then existing requirement that all classes be taught in the English language inhibited students with non-English language backgrounds from succeeding in the public schools. Legislation was introduced and passed by the 1969 Legislature that allowed the teaching of classes in languages other than English when such a process was necessitated by the educational needs of the students. Testimony before the Subcommittee indicates that this law has not been widely utilized. Even though the letter of intent, issued by the Free Conference Committee on the Budget in 1969, related to the implementation of the Urban, Racial, and Disadvantaged appropriation, included the recommendation that URD funds be used to implement

this Act, few programs have been implemented. The Subcommittee, nevertheless, believes the use of this law can significantly improve the educational achievement of students coming from homes with bilingual or non-English backgrounds.

In addition to this local effort, the federal government has developed and is seeking the participation of schools, in bilingual educational programs. Some schools in the State of Washington have decided not to participate in such programs even though by doing so they might be serving students who come from non-English or bilingual backgrounds. It would be beneficial to all of these students--indeed, it may be beneficial to all students--to receive bilingual educational opportunities. Consequently, the Subcommittee recommends:

RECOMMENDATION NO. 10

That the Superintendent of Public Instruction exercise the initiative in the implementation of Chapter 71, Laws of 1969. That programs be developed under the 1971-73 Urban, Racial, and Disadvantaged biennial appropriation to achieve the intent and purpose of this Act. And, that the Superintendent of Public Instruction coordinate URD funds with available federal funds for bilingual education.

INTERDISTRICT COOPERATION

Another vehicle for the development of Indian and migrant education programs is provided by the 1969 Interdistrict Cooperation Act. This law allows school districts to develop joint programs and facilities. It has not been widely used to provide programs for the disadvantaged, but it could be, particularly because the expense of such programs is often more than a single school district can bear. This is especially true in the Yakima Valley where migrant and Indian programs could easily be developed to provide compensatory education, community schools, bilingual education, and multi-racial learning experiences. It could also be used elsewhere to a similar advantage. The Subcommittee recommends:

RECOMMENDATION NO. 11

That school districts serving Indian and migrant populations, in cooperation with the Superintendent of Public Instruction's office, develop interdistrict programs designed to overcome the educational disadvantage suffered by such students.

NUTRITION

One of the primary difficulties experienced by disadvantaged students and, in particular, by Indian and migrant students, is that their personal nutritional levels do not provide them with the health they require in order to learn successfully. Any student who is not receiving proper nutrition lacks the energies necessary to engage in the learning process and, consequently, it is impossible for him to participate in school on an equal footing with other youngsters. Hence, he is not being afforded an equal educational opportunity. The Subcommittee does not know how extensive nutritional pro-

blems are among Indian and migrant students. Nevertheless, enough evidence exists, through testimony and other public records, to indicate that the problem is significant. A vehicle for increasing the sufficiency of the diets of students is available through school lunch programs. However, school lunches are only a part of the solution. The State must exercise the initiative to expand the school food program in order to provide an adequate diet to all students in the State whether they be Indian and migrant or not. This report recommends the development of such a program. The first step would be to determine how widespread are the nutritional needs of students in the State of Washington. An attached legislative proposal mandates the State Board of Health to provide for a survey of the student population in the State of Washington in order to determine what nutritional deficiencies exist among them, where they exist, and to make recommendations about how they can be overcome. (See Appendix D.) In addition, the proposed legislation mandates the Superintendent of Public Instruction to develop a school food program that overcomes those deficiencies for all students in the State who need an improved diet in order to receive an improved educational opportunity. The Subcommittee recommends:

RECOMMENDATION NO. 12

That legislation be enacted by the 1971 Legislature mandating the development of a state nutritional program for all school students in need of such programs.

In addition to the nutritional program alluded to above, the current law allows the State of Washington to purchase or acquire surplus commodities from the United States Government "by any school district for their hot lunch program." (See RCW 28A.30.010.) This provision limits the use of such commodities to lunches only, and it would be helpful, in the process of expanding the nutritional program in the schools, to allow for the purchase of such commodities for other meals. Attached legislation in Appendix D achieves this purpose by removing the words "hot lunch" from the Act. The Subcommittee recommends:

RECOMMENDATION NO. 13

That RCW 28A.30.010 be amended in order to allow for the purchase or acquisition of surplus commodities from the federal government for use in a general nutritional program.

SCHOOL LUNCH PROGRAM DISCRIMINATION

Currently, the State of Washington, in cooperation with the federal government, provides a free or reduced priced lunch for students who are in need of such a lunch and cannot pay for it themselves. Testimony before the Subcommittee indicates dissatisfaction on the part of Indian and migrant communities because of discriminations that school districts have made by separating students who receive the free or reduced priced lunch from the other students in such a fashion as to make it known to the general student population who the disadvantaged are. Such a process has involved such things as providing tickets for the disadvantaged child, while the non-disadvantaged

has his own money, or by marking tickets differently, or by other methods of segregation. This problem has reached significant proportions in certain school districts in the State and has done harm to the relationship between the schools and the migrant or Indian persons who they serve. In addition, such discrimination or segregation violates federal laws and rules and regulations developed for the administration of the school lunch program. Nevertheless, in public hearings, the Subcommittee could discover no standardized method for the auditing of school district practices by the Superintendent of Public Instruction's office to ensure against such discriminations, nor was there any indication on the part of the Superintendent of Public Instruction's office of a willingness to use the power to withhold federal and state funds from school districts who are practicing such discriminations. (Appropriate statutory amendments to accomplish this are included within Sections 4 and 5 of the proposed legislation in Appendix D.) Because this discrimination is deemed educationally and socially harmful the Subcommittee recommends:

RECOMMENDATION NO. 14

That the Superintendent of Public Instruction be directed by statute or resolution to take reasonable precautions related to school lunch and school nutritional programs in order to guarantee that no discriminations occur within the programs and that the Superintendent be directed by law to withhold state and federal funding from any school district that violates the provisions of the school food program until compliance is assured.

The Subcommittee is aware that recent congressional action will require the State to pay additional monies from its own revenues in order to provide the hot lunches under the federal program and that the intent of Congress is to continue reducing the level of federal support for this program. The present revenue problem of the State makes such a provision prohibitive and could seriously damage the efforts now being made to provide free or reduced priced lunches to all students who need them. The Subcommittee recommends:

RECOMMENDATION NO. 15

That the Legislature memorialize Senators Magnuson and Jackson and the State's congressional delegation and request repeal of the requirement that local revenues provide additional support to the school lunch program.

It will be necessary for the State to provide the needed matching monies from its own biennial budget if we are to continue to participate in the school lunch program. In order to avoid forcing this additional hardship on local school districts and to guarantee our continued participation in this worthwhile program, the Subcommittee recommends:

RECOMMENDATION 16

The 1971 State Legislature fund the extra local costs of the school lunch program caused by reductions of federal support, and that the Superintendent of Public Instruction's 1971-73 budget contain a request for such funding.

APPENDIX A

SUMMARY OF 1969 RECOMMENDATIONS ON
INDIAN AND MIGRANT EDUCATION

INDIAN EDUCATION

1. That coordinated programs be developed that stress education of the whole Indian family and English speaking and reading skills. And that schools servicing Indian students institute programs in Indian culture and history as part of the regular curriculum.

2. That the institutions of higher learning and the State office of Public Instruction make special provisions for the pre-service and in-service training of teachers of Indian students.

3. That the necessary funds be appropriated to the State Superintendent of Public Instruction for the prupose of developing graded readers that reflect Indian culture.

4. That Indian tribal governments be deeply involved in the decisions affecting the education of their children. And that any school district receiving categorical funds for Indian education be required by State Board of Education regulation to seek the advice of the Indian recipients concerning the uses of these funds.

5. That special efforts be made by the State and federal governments to expand and intensify pre-school training programs. And that such programs extend into the Indian student's home.

6. That the State Board for Community College Education, the Coordinating Council for Occupational Education, and the State Board of Education study the adult education requirements of Indians and develop programs to meet their needs.

7. That efforts be instituted to find ways to provide Indian children an opportunity for multi-racial educational experiences.

MIGRANT EDUCATION

1. That a coordinated program be developed by the Superintendent of Public Instruction to deal with the educational disadvantages of migrant children. And that all areas servicing migrant farm labor be required to participate in such programs.

2. That the State Office of Public Instruction provide for the employment of home visitation specialists in districts with migrant populations. And that, when possible, the home visitation specialists be migrants or former migrants.

3. That the State Office of Public Instruction and the colleges of education assist school districts in developing in-service programs, curricula, and materials that will sensitize teachers, administrators, and school programs to the special needs of migrant students.

4. That RCW 28.050.010 be amended to allow for the instruction of students in a language other than English when such instruction is required to guarantee the educational advancement of the student. That the programs developed to aid Latin American migrants include provisions for the

training or hiring of teachers and teacher aides skilled in the Spanish language. And that noghing in this recommendation should be construed to inhibit the requirement that all students develop English language skills.

5. That migrant communities be consulted concerning the decisions affecting the education of their children.

6. That special efforts be made to expand, intensify, and make meaningful pre-school and summer school training programs for migrant students.

7. That educational programs be instituted in day care centers stressing language skills and adaptation to educational processes.

8. That the State Board for Community College Education, the Coordinating Council for Occupational Education, and the State Board of Education develop cooperative programs to train or retrain migratory workers on a statewide basis. That such programs provide sufficient compensation to maintain the migrant family during the training period. And that Congress be memorialized to provide participatory funding to help achieve this purpose.

RURAL MINORITIES AND THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1. That the Superintendent of Public Instruction significantly upgrade and expand the department dealing with the education of migrant and Indian students.

2. That the State Office of Public Instruction's Migrant and Indian Department develop an administrative structure and personnel specialization sensitive to the differences of the respective clientele groups.

3. That the Superintendent of Public Instruction exercise his legal authority to ensure that monies for school programs are spent in accordance with legislative intent. And that the State Superintendent conduct a special investigation into the practices of local school districts relative to policies providing free school lunches for migrant children.

4. That research funds be appropriated to the State Superintendent of Public Instruction to investigate how the education of the Washington Indian student is facilitated or obstructed.

5. That research funds be appropriated to the State Superintendent of Public Instruction for investigation into the culture, language, travel patterns, and educational disadvantages of the Washington migrant.

6. That a pilot experiment in the planning-programming-budgeting system be instituted for all educational programs affecting Indian and migrant students in the State of Washington.

APPENDIX B

1969-70 URD Programs For Migrants and Indians: Projects and Evaluations

A. Project Title: Neah Bay Indian Opportunity Program

B. Applicant: Cape Flattery School District

C. Budget: $28,053

D. Number of students served: 324

E. Brief description of the project:

This program will provide individualized academic assistance for these students who are in need of such help, it will provide the medium whereby Indian parents can interact with the school and finally it will introduce into the curriculum a Makah Indian culture component.

F. Specific needs this program is designed to meet:

A majority of these students function below their academic grade placement. They need special help to obviate the deficit. Many of them need to develop a more positive self-concept through successful accomplishments and there is a need to develop better understanding between goals of the schools and the community.

G. Major program objectives:

The students will improve their study skills. They will improve their reading levels and will read more independently. Community interaction will be increased markedly. Indian and non-Indian will be better informed concerning Indian contributions and heritage.

H. Evaluation results:

There was a reduction by one-half of the average weekly absenteeism of individuals involved in the tutor program. A significant increase in oral reading and reading comprehension was obtained. Makah attendance at the URRD advisory committee increas from 2 to 19 during the year and parent visitations to the school increased from 150 to 255 when the full cultural program was in operation.

A. Project Title: Counselor Aide Program

B. Applicant: Yakima School District

C. Budget: $21,412

D. Number of Students Served: 720

E. Brief description of the project:

To place four counselor aides in different schools, at all levels, throughout the target area in Yakima. These aides are to function under the supervision of the school counselor. They are to see minority youngsters individually and in small groups, to act as a liaison between the school and the home, and they are considered to be faculty members within the schools to enhance communications between the schools and the target area community. All aides are required to receive regular in-service training, and to attend college courses that will lead to their eventual certification as counselors.

F. Specific Needs this program is designed to meet:

Minority students often feel more free to discuss their problems with one of their own race.

Minority students need a role model to emulate.

Minority and disadvantaged students need more opportunities for counseling from individuals with backgrounds similar to their own.

Capable adults within the target area need the opportunity to move from the job to the career category.

G. Major Program Objectives:

To provide minority and/or disadvantaged students the opportunity to communicate with counselors with similar perspective and experiences, to provide role models, and to initiate and develop liaison between students and school personnel. To provide counselors with in-service training that will help them gain better insights into the problems and needs of the disadvantaged.

To help disadvantaged students realize their educational-social potential and to provide better communications among the students, school, home, and community.

H. Evaluation Results:

All four counselor aides are members of minority groups and have been accepted as faculty members. They have made 1,605 parent contacts, 67% of these were with minority group parents and 160 of these contacts were by home visits. The Spanish speaking aide generally assists in conferences involving Spanish speaking families for all schools.

The counselor aides have worked with the following, in group and individual counseling:

Negro pupils -- 279 (50% self-referrals)

Indian pupils-- 46 (20% self-referrals)

Mexican pupils--113 (30% self-referrals)

White pupils----491 (50% self-referrals)

An internal evaluation team has certified that all objectives of this project have been met or exceeded.

A. Project Title: Preventive Health Care

B. Applicant: Wapato School District

C. Budget: $10,746

D. Number of students served: 1,520

E. Brief Description of the Program:

A health nurse will be provided to aid the school, the disadvantaged student, and his parents in discovering and referring for treatment those students of the target population whose physical handicaps are interfering with academic and social progress.

F. Special Needs this program is designed to meet:

To provide health services for the disadvantaged.

To improve school participation of the disadvantaged.

To provide for basic clothing needs for the disadvantaged.

G. Major Program Objectives:

To improve the physical health of referred children.

To establish direct lines of communication between the school health nurse and local community agencies.

To satisfy basic clothing needs of the target area children.

H. Evaluation Results:

The nurse made 92 home visitations concerning the health, nutritional and clothing needs of these students.

All children were screened for vision and hearing defects.

23 students received glasses this school year.

31 students were referred to a hearing clinic.

Of the 248 dental referrals made by this nurse, 62 appointments were made on the parents behalf, 57 were made by the nurse with parent approval.

Clothing was distributed to 32 disadvantaged children or families.

50 cases of impetigo, lice or nits were referred to the County Health Office.

A. Project Title: NRO Child Development Centers

B. Applicant: Sunnyside School District

C. Budget: $20,189 Other Support: $60,567

D. Number of students served: 190

E. Brief Description of the Project:

To provide day care services with a training component to children of migrant parents in five centers located in the Yakima Valley.

F. Specific needs this program is designed to meet:

Many of these youngsters are unable to reason and conceptualize vocabulary and are unable to organize information in a logical sequence to do learning tasks. Because of poor attendance, language problems, and poor health, migrant children suffer an extremely high rate of failure at school.

G. Major Program Objectives:

1. The development of thought and language.

2. The development of simple, basic health habits.

3. The development of social interaction skills.

H. Evaluation results:

On the average, five year olds have learned four new words per week, four year olds learned seven new words per week and three year olds learned two new words per week. The disparity between the 4 and 5 year olds gains were due to the testing instruments used and these have now been changed.

The health objectives were attained at the 100% level in that all 3, 4, and 5 year olds learned to wash themselves, to brush their teeth regularly and to comb their hair properly.

The social interaction skills centered around child verbal responses, spontaneous engagement in play activities with others and an effort to extinguish undue aggressive behavior. Unfortunately, a system for data collection for these objectives is just being developed. The in-service training of aides and teachers necessarily had a higher priority and of necessity preceded this activity. The data will be available on the continuation grant.

A. Project Title: Follow Through - "TRIAD"

B. Applicant: Burlington-Edison, Sedro-Woolley, and Ferndale School Districts

C. Budget: $18,390 Office of Education: $18,390

D. Number of students served: 100

E. Description of Program:

This represents a cooperative endeavor to serve early childhood youngsters in three districts. The three school districts serve somewhat distinctive populations, in that Burlington-Edison will focus on Mexican-American children, Ferndale will address itself to Lummi Indian children and Sedro-Woolley students will be fairly evenly divided between second generation children from Appalachia and Mexican-American children. This program is aimed at those youngsters who have been involved in Headstart and represents an innovative approach to the continuing exposure of these disadvantaged young children to a quality beginning so that they can develop to their full potential. This program is being financed equally by URD money and by the National Follow Through Bureau in the U. S. Office of Education.

F. Specific needs this program is designed to meet:

- Young children of disadvantaged backgrounds enter school with little motivation and minimal readiness. In a traditional classroom they often find themselves falling farther and farther behind until, by the time they reach the upper elementary grade, they are from 2 to 3 years behind their peers in achievement.

G. Major program objectives:

- Will depend on model selection. Applicants are operating on a planning grant from the U. S. Office of Education presently, and the parent advisory committee is going about selecting an appropriate model to install.

H. Evaluation results:

Since this program was functional for only a short period of time, it was not deemed possible to obtain adequate and accurate data for a reliable evaluation.

APPENDIX C

PROPOSED LEGISLATION REGARDING STATUTORY BASE FOR URD PROGRAMS

AN ACT Relating to education and urban, racial, and disadvantaged education programs; and adding new sections to chapter 223, Laws of 1969 ex. sess. and to chapter 28A.41 RCW.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Section 1. There is added to chapter 223, Laws of 1969 ex. sess. and to chapter 28A.41 RCW a new section to read as follows:

The superintendent of public instruction shall submit to each regular session of the legislature a programmed budget request for urban, racial, and disadvantaged education programs. Such programs shall be funded on an excess cost basis and shall take account of state funds accruing through RCW 28A.41.130 and 28A.41.140, and other state and local funds and shall be coordinated with assured and anticipated federal funds.

NEW SECTION. Sec. 2. There is added to chapter 223, Laws of 1969 ex. sess. and to chapter 28A.41 RCW a new section to read as follows:

The urban, racial, and disadvantaged excess cost budget request as provided for in section 1 of this 1971 act shall include reimbursement for local transportation costs for urban, racial, and disadvantaged education programs conducted pursuant to RCW 28A.58.245 not otherwise covered under RCW 28A.41.160.

NEW SECTION. Sec. 3. For the purpose of administrating urban, racial, and disadvantaged programs the superintendent of public instruction shall appoint a state-wide advisory committee composed of individuals selected by the superintendent of public instruction. Such advisory committee shall consist of persons representing the target groups achieving benefits under the urban, racial, and disadvantaged programs. The state-wide advisory committee, consisting of no more than seven persons, shall be assisted by subcommittees, composed of persons representing specific target groups and consisting of persons other than members of the state-wide advisory committee. These subcommittees shall be charged to make recommendations to the state-wide advisory committee regarding programs for specific target groups: PROVIDED, That all decisions of such advisory committee and subcommittees shall be advisory only and the superintendent of public instruction shall be responsible for the administration of the urban, racial, and disadvantaged programs.

NEW SECTION. Sec. 4. For the purpose of the administration of urban, racial, and disadvantaged programs, the superintendent of public instruction, pursuant to RCW 28A.41.170, shall adopt rules and regulations which shall implement in some way the following legislative concerns:

(1) No local school district request shall be approved unless the school district has meaningfully involved citizens representing the target group affected in program development.

(2) No programs of a community-wide nature shall be approved without significant inovlvement in program development by that community.

(3) No program shall be funded for more than two years unless the objectives of the program have been substantially achieved or are in the process of being achieved.

(4) Programs that involve interdistrict cooperation and/or the coordination with federal funding shall receive the highest priority for state funding.

NEW SECTION. Sec. 5. The superintendent of public instruction shall have the duty and the authority to assist school districts who service urban, racial, and disadvantaged populations in the formulation of total school programs that meet the needs of these populations including the development and implementation of programs to be financed through urban, racial, and disadvantaged funds.

NEW SECTION. Sec. 6. If any provision of this 1971 act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected.

PROPOSED LEGISLATION REGARDING NUTRITION OF COMMON SCHOOL PUPILS

AN ACT Relating to education and certain nutritional measures relating to pupils attending the common schools; amending section 28A.31.020, chapter 223, Laws of 1969 ex. sess. and RCW 28A.31.020; amending section 28A.30.010, chapter 223, Laws of 1969 ex. sess. and RCW 28A.30.010; adding new sections to chapter 223, Laws of 1969 ex. sess. and to chapter 28A.31 RCW; and providing an effective date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

Section 1. Section 28A.31.020, chapter 223, Laws of 1969 ex. sess. and RCW 28A.31.020 are each amended to read as follows:

The board of directors of any school district may ((~~cause to be furnished~~)) provide either at a reduced price or free of charge ((~~; in a suitable receptacle~~)) on each and every school day to such children in attendance desiring or in need of the same, not less than one-half pint of milk. The state board of health through rules and regulations and after consultation with the superintendent of public instruction shall prescribe health standards regarding the distribution, quality, and storage of such milk, and the superintendent of public instruction shall print and distribute such rules and regulations to appropriate school officials. The cost of ((~~supplying~~)) such milk, including any related expenses, ((~~shall~~)) may be paid for in the same manner as other items of expense incurred in the conduct and operation of said school ((~~; except that~~)) or paid with any available federal and/or state funds ((~~may be used therefor~~)).

Sec. 2. Section 28A.30.010, chapter 223, Laws of 1969 ex. sess. and RCW 28A.30.010 are each amended to read as follows:

Notwithstanding the provisions of chapter 39.32 RCW or any other provision of law ((~~of chapter 39.32 RCW~~)), the ((~~state~~)) superintendent of public instruction is hereby authorized to purchase ((~~;~~)) or otherwise acquire from the government of the United States or any property or commodity disposal agency thereof, surplus or donated wholesome food commodities for the use by any school district ((~~for their hot lunch program~~)).

NEW SECTION. Sec. 3. There is added to chapter 223, Laws of 1969 ex. sess. and to chapter 28A.31 RCW a new section to read as follows:

The state board of health shall conduct on a continuing basis necessary sample surveys of school-age pupils within the state with respect to their having received proper nutriment, food or nourishment. The findings of the survey, including appropriate recommendations, shall be reported to the appropriate school district, the superintendent of public instruction, the governor, the legislature, and other appropriate officials. The superintendent of public instruction and other school officials shall assist the state board of health in the administration of the survey.

NEW SECTION. Sec. 4. There is added to chapter 223, Laws of 1969 ex. sess. and to chapter 28A.31 RCW a new section to read as follows:

In addition to the authority granted in section 1 of this 1971 amendatory act, the board of directors of any school district shall have the duty and the authority to provide either at a reduced price or free of charge dietary supplements to such children in attendance found by the state board of health in need of the same. The cost of such dietary supplements, including any related expenses, may be paid for in the same manner as other items of expense incurred in the conduct and operation of said school or paid with any available federal and/or state funds, and surplus and/or donated foods as provided in chapter 28A.30 RCW may be used therefor. The state board of health, through rules and regulations, and after consultation with the superintendent of public instruction, shall prescribe standards regarding the quality of such dietary supplements, and the superintendent of public instruction shall adopt rules and regulations for the administration of this section, including a provision which requires school district officials to take reasonable precautions to preserve the anonymity of needy recipients, and shall publish and distribute such rules and regulations to appropriate school officials.

NEW SECTION. Sec. 5. There is added to chapter 223, Laws of 1969 ex. sess. and to chapter 28A.31 RCW a new section to read as follows:

The superintendent of public instruction shall withhold state apportionment funds available under chapter 28A.41 RCW from any school district failing to comply with section 4 of this 1971 amendatory act until such compliance has been assured.

NEW SECTION. Sec. 6. Section 5 of this 1971 amendatory act shall become effective July 1, 1972.

NEW SECTION. Sec. 7. If any provision of this 1971 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected.